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ABSTRACT

The sound systems of Vietnamese and English have very little in common and therefore the Vietnamese learner of English will have great difficulty with pronunciation. This guide points out the specific problem areas and gives pronunciation exercises to deal with each problem. Twenty-eight pronunciation lessons are included, preceded by two prototype lessons. Each lesson is divided into three parts: (1) the pronunciation drill itself; (2) language notes, an explanation of the linguistic problem involved; and (3) teaching notes, suggestions for teaching strategies. The lessons are arranged, for the most part, in order of decreasing difficulty. The brief bibliography is a sampling of useful pronunciation materials for the ESL (English as a Second Language) teacher. (CFM)

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Indochinese Refugee Education Guides

#7
ADULT EDUCATION SERIES: English Pronunciation Exercises for Speakers of Vietnamese

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## INTRODUCTION

### The Problems

It is vitally important to teach pronunciation in the ESL class, and it is especially so for Indochinese students. Understandable pronunciation is absolutely essential to someone who lives in an English-speaking environment. A sentence can be pretty badly mangled grammatically and still be understandable if it is pronounced well enough, and, conversely, the most flawlessly constructed sentence won't do its speaker a bit of good if his pronunciation can't be understood.

Pronunciation problems can almost always be traced to differences between the language the student speaks and the one he is trying to learn. By and large, the more points the two languages have in common the less trouble the student will have. The sound systems of Vietnamese and English have very little in common; as a consequence, the Vietnamese learner of English will have a terrible time with pronunciation.[1]

In comparing the sound systems of Vietnamese and English, we are concerned with three groups of sounds: first, those which occur in similar positions in both languages; second, those which occur in English but not in Vietnamese; and third, those sounds which occur in both languages but are used differently. An example of the first group of sounds, those which occur in similar positions in both languages would be the l in lane and the r in rain; both English and Vietnamese have words which contain l and r in initial position. The student will

have no trouble either recognizing or pronouncing these words. On the other hand, the Vietnamese student of English will have trouble hearing the difference between tank and thank, and learning how to pronounce thank, because the th does not exist in Vietnamese. Finally the Vietnamese learner of English will also have difficulties with a word like love. Although v exists in Vietnamese, it patterns differently than in English, i.e., a final v will probably be mistaken for b or p because Vietnamese has relatively few consonants in final position. Remember, we are concerned with sounds and not letters. The Vietnamese writing system is a modified Roman alphabet, and while the letters may be the same in both Vietnamese and English, the sounds they represent will almost always be different. (For a fuller description of the Vietnamese sound system as contrasted with the sounds of English see Indochinese Refugee Education Guide #6 of the General Information Series: Teaching English Pronunciation to Vietnamese.)

Providing Pronunciation Models and Lessons

A major goal of the ESL teacher is to make sure his or her students master the sounds and rhythm patterns of English. The supplementary drills which follow will provide specific exercises to help students hear and/or produce those English sounds which will probably cause problems for them. Since the students learn to pronounce English through imitation, it is extremely important that a native speaker of English (or someone with native fluency) serve as a model.

Teachers must keep in mind that pronunciation is a multi-faceted activity. Students must be able to hear sounds before they can produce them. For this reason, the student must be taught first to recognize a new sound and then to produce it.

In producing new sounds, the student must be able to control certain muscles and mouth parts and make them work in ways he is often not accustomed to. For example, since th as in 'think' or th in 'that' does not exist in Vietnamese, it will be necessary to teach the student to put his tongue between his teeth to produce these sounds.

Learning to speak a foreign language involves not only hearing and producing individual sounds, but also the intonation and rhythm patterns into which these sounds are grouped. For a speaker of Vietnamese this is especially important. Vietnamese, like Chinese, is a tone language: every word has associated with it a particular "tone of voice"; if a speaker does not pronounce the correct tone for a word, he either mispronounces the word, or pronounces another word entirely. For example, the Vietnamese word ma has six different meanings. Depending on the tone with which it is pronounced, ma can mean ghost, mother, rice-seedling, horse, which or that, or grave.

English has "tones", too, (called intonation patterns), but they are associated with whole sentences, and not with single words. Intonation carries meaning as in the difference between the statement "He's going to the party." and the question "He's going to the party?" Vietnamese students of English must be taught to associate tones with sentences, and not words, and they must be taught the important intonation patterns directly.

The major intonation patterns in English are as follows:

1. Sentence Intonation: "He's a doctor." (Heavy stress on doctor; voice pitch goes down at the end of the sentence).

2. "Yes - no question" intonation: "Is he a doctor?" (Heavy stress on doctor; voice pitch goes up at the end of the sentence).

3. "Wh - question" intonation: "What does he do?" (Heavy stress on do; voice pitch goes down at the end of the sentence). Note that the intonation contour for numbers 1 and 3 is the same.

Stress and intonation are often marked by diagrams (such as these above) in standard ESL texts. In general, if the teacher uses normal English intonation, not distorting drill sentences, the students will have a model for proper intonation.

In teaching a Vietnamese student to pronounce English well, it is absolutely necessary to tackle one pronunciation problem at a time,

rather than attempt to deal with all the mistakes at once. The Vietnamese speaker will make many, many mistakes as he is producing a sentence; correcting all of them at once will drive him crazy. It is pedagogically far better (not to mention much less discouraging for the teacher), to teach first, say, the pronunciation of final /b,d,g/, and then, as the student is working on structures or vocabulary, correct him only on this error, letting the other mistakes go for the time being. Hypercorrection is very likely to make the student so self-conscious about his pronunciation that he will become reluctant to talk at all.

A word should be mentioned here about tape recorders. Unless the equipment is highly sophisticated, certain sounds, e.g., final consonants and consonant clusters, will simply not be heard by the students. Another drawback is the difficulty students have in hearing and correcting their own mistakes. If tapes are used, they should only provide supplementary practice outside the classroom and should not replace direct contact with the teacher.

Arrangement of Material

The lessons that follow are arranged, for the most part, in order of decreasing difficulty. We suggest that the hardest problems for speakers of Vietnamese be drilled first, and reviewed throughout the ESL course. However, the exercises can be used in any order convenient for the teacher. The teacher may encounter problems not included in the drills; conversely some sounds will cause no problems for some students. For further materials for drills see the bibliography on page 50.

In constructing minimal pairs (those illustrative words with only one sound difference, such as pit and bit), we have sometimes "stretched" a vowel sound, e.g., raw, rod, rot. Also some of the vowels we have contrasted (e.g., the /ɛ/ as in pen and the /ɪ/ as in pin) may not normally be contrasted in these words in your own dialect. The teacher should keep this point in mind, especially when drilling the English vowel sounds. The teacher should also keep in mind that

there is no "correct" or "standard" pronunciation of American English. The pronunciation of any native speaker is, for the most part, "correct" English. (Note the difference between the speech of Presidents Kennedy and Carter.) Teachers should never distort their own natural pronunciation thinking they are somehow giving the student a "standard" English.

Many of the drill sentences, where applicable, have been taken from lessons in English as a Second Language: A New Approach for the 21st Century, published by Modulearn, San Juan Capistrano, California. Those materials were developed by the Adult Basic Education Program, Division of Career and Continuing Education, Los Angeles Unified School District, under a grant from the U.S. Office of Education, Department of Health, Education and Welfare.

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[1] The sound system of Vietnamese dealt with in these exercises, is, for the most part, the sound system of the Southern dialect. There are three dialects of Vietnamese: Northern, as represented by a native of Hanoi; Central, as represented by a native of Hue; Southern, as represented by a native of Saigon. While there are some phonological differences, for simplication, we have used the Siagon dialect as our "standard".

## METHODOLOGY HINTS

### Teaching Problem Sounds

We mentioned earlier that the problem sounds are those which do not occur in Vietnamese, or which pattern differently in Vietnamese and English. The way to teach these sounds is to tackle them one by one, first teaching the student to distinguish aurally sounds that are phonetically similar (if such sounds do not exist in Vietnamese), then teaching him how to pronounce each sound.

For example, Lesson Six deals with final /Ø/* as in 'eye', /s/ as in 'ice', and /z/ as in 'eyes'. The Vietnamese student will not hear the final consonants and must be taught the difference between 'eye' and 'ice' and 'eyes'.

PROTOTYPE LESSON A

### Perception

1. The first step in teaching these problem sounds is to get your student to recognize the contrasts. This can be done in a number of ways. One way is to make up a set of visuals which illustrate the words 'eye', 'ice', and 'eyes'. Hold up the picture of an 'eye' and say 'eye', hold up the picture of some 'ice' and say 'ice', hold up the picture of some 'eyes' and say 'eyes' and so on.

2. At this point, the teacher concentrates on the three sounds separately. Students listen as the teacher repeats groups of words containing the target sounds.

/Ø/ knee, eye, pea, lay, saw
/s/ niece, ice, peace, lace, sauce
/z/ knees, eyes, peas, leis, and saws

* The symbol /Ø/ represents the absence of a sound when contrasted with the presence of a sound such as eye /Ø/, ice /s/, eyes /z/ or row /Ø/, robe /b/, rope /p/.

3. Now listen to the contrast. Students again only listen as the teacher pronounces groups of minimal pairs (words which differ in one sound only). This should be done several times.

| A | B | C |
|---|---|---|
| /ø/ | /s/ | /z/ |
| knee | niece | knees |
| eye | ice | eyes |
| pea | peace | peas |
| lay | lace | leis |
| saw | sauce | saws |

Teacher asks students if they can hear the difference.

4. Now the teacher asks the students to identify the sounds. The problem sounds can be written on the blackboard, each with a corresponding number.

| /ø/ | /s/ | /z/ |
|---|---|---|
| 1 | 2 | 3 |

If the final sound is /ø/, the student should say number one; if the final sound is /s/, number two; if the final sound is /z/, number three. (With this type of drill, the students can also be asked to hold up one finger for /ø/, 2 fingers for /s/, 3 fingers for /z/, etc.) A variety of words can be used here. It is not essential to use minimal pairs. In fact, more common vocabulary items might easily be substituted, but be sure the student knows to listen only for the sound in final position. Teacher pronounces 'new', and students respond with one; 'price', students say two; 'buzz', students say three, etc.

This drill should be done chorally with the entire class until the students feel comfortable answering. Then individual students can be called upon.

5. Summary or generalization.

Ask the class how 'knee', 'niece', and 'knees' differ. Here the teacher might show the class how to differentiate between voiceless

/s/ and voiced /z/ by holding his hands on his throat over his vocal chords. He can also make the voiced/voiceless distinction by asking the students to hold their hands over their ears and pronounce fuss/fuzz elongating the final sound. Do you hear the 'buzz' when you say the second word?

A great deal of time need not be spent on this type of analysis, but sometimes, especially with adults, such an explanation may be helpful.

6. Thus far words have been presented in isolation. Now students can be drilled in perception of problem sounds in short sentences. This is very important, for when the student is confronted with spoken English, he must be able to distinguish between sentences such as "His knee was a problem" vs "His niece was a problem." These minimally contrastive sentences also give the student practice with stress and intonation patterns.

Teacher: Tell me if the following sentences are the same or different. (Make sure the student understands the meanings of 'same' and 'different'.)

a. He hit his knee.
b. He hit his knees.

(Students : Different).

a. The price is expensive.
b. The price is expensive.

(Students : Same).

a. What gorgeous lace!
b. What gorgeous leis!

(Students : Different).

etc.

A variation of this exercise would be to ask the class which of the following sentences are the same, numbers 1, 2, or 3.

a. (1) I need the sauce. (2) I need the saws. (3) I need the sauce. (Students answer 1 and 3).

etc.

Production

Once your students can hear the difference between final /Ø/, /s/, /z/, they are ready to practice producing these sounds.

1. a. Teacher models the words in list A (knee, eye, pea, lay, saw). The class repeats in unison. If the class is small, it is possible for the teacher to spot mistakes made by individual students during choral repetition. If the class is large, the teacher can call on small groups to respond. After the class has had sufficient practice, the teacher can check the performance of individual students.

b. Teacher pronounces words in list B (niece, ice, peace, lace, sauce). Students repeat, chorally, then individually.

c. Teacher pronounces words in list C (knees, eyes, peas, leis, saws). Students repeat in unison. Teacher calls on individuals to repeat.

The contrastive and non-contrastive sentences which follow can be drilled in much the same way as the minimal pairs. The backward build-up technique used in the first contrastive sentences provides practice for intonation patterns.

| | |
|---|---|
| sauce. | saws. |
| the sauce. | the saws. |
| I need the sauce. | I need the saws. |

Some Further Teaching Hints

1. Pronunciation problems should be dealt with in the context of real language. In constructing other drills, make sure your minimal pairs and minimal sentences are possible (and plausible) in English.

2. Use natural rhythm and intonation when drilling pronunciation. Don't slow down or over enunciate or drag out words and sentences. It is important that you model normal English if your students are to learn to pronounce English correctly.

PROTOTYPE LESSON B.

The preceding prototype lesson has dealt with problem sounds which the student can neither hear nor produce. Lessons 1 and 2 present another type of interference in that the student will be able to hear the

sound but he will not be able to produce it. For example, Lesson 1 drills final /p, t, k/. Discrimination exercises found in Prototype Lesson A are not necessary here. The student can hear final /p, t, k/ but will have difficulty pronouncing these sounds.

The teacher should model the list of words ending in final /p/ and have these students repeat these words. Next, move on to the backward build-up sentence and then practice the other illustrative sentences. The same procedure should be used for final /t/ and /k/.

In the preceding pages we have offered prototype teaching strategies and lessons to deal with pronunciation difficulties which the Vietnamese learner of English will have to overcome. However, the individual teacher will undoubtedly want to tailor these drills (adding to them, emphasizing some problems more than others) to meet the needs of his particular group of students.

TABLE OF CONTENTS

PRONUNCIATION LESSONS


| | | |
|---|---|---|
| Lesson 1 | Final /p,t,k/ | 12 |
| Lesson 2 | Final /m,n,ŋ/ | 14 |
| Lesson 3 | Final /Ø,b,p/ | 16 |
| Lesson 4 | Final /Ø,d,t/ | 17 |
| Lesson 5 | Final /Ø,g,k/ | 18 |
| Lesson 6 | Final /Ø,s,z/ | 19 |
| Lesson 7 | Final /l,n/ | 20 |
| Lesson 8 | Final /Ø,r/ | 21 |
| Lesson 9 | /s,š/ | 22 |
| Lesson 10 | /f,p/ | 23 |
| Lesson 11 | Final /b,p,v/ | 24 |
| Lesson 12 | Final Consonant Clusters: Consonant +/s/ and Consonant +/z/ | 25 |
| Lesson 13 | Final Consonant Clusters: Consonant +/t/ and Consonant +/d/ | 27 |
| Lesson 14 | /č,š/ | 29 |
| Lesson 15 | /z,ž/ | 30 |
| Lesson 16 | /d,z,ð/ | 31 |
| Lesson 17 | /t,s,θ/ | 32 |
| Lesson 18 | Initial Consonant Clusters: /s/ + Other Consonant | 33 |
| Lesson 19 | Initial Consonant Clusters: Consonant +/l/ and Consonant +/r/ | 35 |
| Lesson 20 | Initial Consonant Clusters: /s/ + Consonant Cluster | 37 |
| Lesson 21 | Final Consonant Clusters: /r/ + Consonant and /l/ + Consonant | 38 |
| Lesson 22 | Other Final Consonant Clusters | 41 |
| Lesson 23 | Final Consonant Clusters: Three-Consonant Clusters | 43 |
| Lesson 24 | /iy,I/ | 45 |
| Lesson 25 | /I,ɛ,æ/ | 46 |
| Lesson 26 | /æ,ɛ,a/ | 47 |
| Lesson 27 | /uw,ʊ/ | 48 |
| Lesson 28 | /ə,ʊ/ | 49 |

## LESSON ONE

### Final /p,t,k/

#### /-p/

pup
rope
cap
sheep
mop

the shop.
in the shop.
The cop is in the shop.

Put it on top of the map.
Keep the pup away from the rope.
Sip from this cup.

#### /-t/

sat
wrote
bite
hat
date

the hat.
off the hat.
the cat off the hat.
Get the cat off the hat.

The rat was fat.
Kate wrote a note to Pat.
Sit in the right seat.

#### /-k/

take
sick
back
woke
make

a cake.
bake a cake.
Did you bake a cake?

Pack the black sack.
Nick went back to the lake.
She woke up sick.

## Language Notes

Final /p/ as in 'sip', /t/ as in 'hat', and /k/ as in 'back' will be heard by the Vietnamese student; the problem here is one of production. Final /p,t,k/ are always unreleased in Vietnamese, whereas in English, they are usually released, i.e., the speech organs move apart to release a sound. The unreleased Vietnamese counterparts of the sounds pronounced in English words will simply not be heard by Americans, and will give the impression of not having been pronounced at all.

## Teaching Notes

This exercise follows Prototype Lesson B. Remember, as we mentioned in the introduction, only one sound should be drilled at a time. In this lesson we are concerned with final p, t, and k; other pronunciation errors should not be corrected at this time.

LESSON TWO

Final /m,n,ŋ/

/-m/

ham
gum
time
come
dime

gum.
some gum.
Do you have some gum?

Our team won the game.
It's time to go home.
I'm fixing a ham for Tim.

/-n/

gone
ran
son
ten
phone

the phone.
ran to the phone.
Ben ran to the phone.

Marianne got a fine tan on vacation.
Have you seen my pen?
John needs an aspirin for his pain.

/-ŋ/

sing
rang
king
hang
wing

sing.
she sing.
How long did she sing?

The king rang the bell.
Are you going to buy the ring or something else?
The young bird broke its wing.

## Language Notes

Final /m/ as in 'gum', /-n/ as in 'sun', and /-ŋ/ as in 'wrong' will be heard by the Vietnamese student; the problem here is in the production of these nasal sounds. In Vietnamese, final /m,n,ŋ/ are very short. Longer final nasals will be better understood by Americans.

## Teaching Notes

This exercise follows Prototype Lesson B.

## LESSON THREE

### Final /Ø,b,p/

| /Ø/ | /-b/ | /-p/ |
|---|---|---|
| row | robe | rope |
| caw | cob | cop |
| low | lobe | lope |
| saw | sob | sop |
| ma | mob | mop |

a robe.
a long robe.
It's a long robe.

a rope.
a long rope.
It's a long rope.

It's a yellow cab.
What a noisy pub!
You'll find a mob in the store.

It's a yellow cap.
What a noisy pup!
You'll find a mop in the store.

1. I'll have a rib-eye steak and corn-on-the-cob.
2. The Arab wore a long robe.
3. I have a rip in my cape.
4. We saw a row of low buildings.

### Language Notes

/b/ as in 'robe' does not exist in final position in Vietnamese. The Vietnamese speaker must be taught to distinguish between 'row' and 'robe'. In addition, when he does hear the final consonant and attempts to produce it, /b/ will be confused with /p/ as in 'rope'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON FOUR

### Final /Ø,d,t/

| /Ø/ | /-d/ | /-t/ |
|---|---|---|
| row | road | wrote |
| may | made | mate |
| bay | bayed | bait |
| knee | need | neat |
| tie | tide | tight |

a cot.
a small cot.
It's a small cot.

a cod.
a small cod.
It's a small cod.

Jim hit the ball.
She let me into the office.
The bay was muddy.

Jim hid the ball.
She led me into the office.
The bait was muddy.

1. I need to write a letter to Ed.
2. The heavy load made a hole in the road.
3. May I borrow your bright tie?
4. I didn't lose weight on the fad diet.

### Language Notes

Final /d/ as in 'need' does not occur in Vietnamese. The Vietnamese speaker must be taught to distinguish between 'knee' and 'need'. In addition, when he does hear the final consonant and attempts to produce it, /-d/ will often be confused with /-t/ as in 'neat'.

### Teaching Notes

This exercise follows Prototype Lesson A.

LESSON FIVE

Final /Ø,g,k/

| /Ø/ | /-g/ | /-g/ | /-k/ |
|---|---|---|---|
| Lee | league | league | leak |
| law | log | sag | sack |
| baa | bag | bag | back |
| row | rogue | pig | pick |
| caw | cog | nag | knack |

a league.
a major league.
This is a major league.

a leak.
a major leak.
This is a major leak.

Take it out of the bag.
We're facing a lag in production.
There's a stag in the woods.

Take it out of the back.
We're facing a lack in production.
There's a stack in the woods.

1. Ask Lee to lock the back door.
2. A duck sat on a log in the lake.
3. Is the farmer's pig sick?
4. That bag of ice has a leak.

## Language Notes

/g/ does not exist in final position in Vietnamese. The Vietnamese speaker must be taught to distinguish between 'law' and 'log'. In addition, when he does hear the final consonant and attempts to produce it, /-g/ will often be confused with /-k/ as in 'lock'.

## Teaching Notes

This lesson has a somewhat different arrangement from the others because meaningful three-way contrasts for final /Ø,g,k/ are difficult to find.. For the most part, the format follows Prototype Lesson A. First drill the discrimination and production of final /Ø,g/. Next, drill the discrimination and production of final /g,k/. Then proceed to the backward buildup and other sentences.

## LESSON SIX

### Final /Ø,s,z/

| /Ø/ | /-s/ | /-z/ |
|---|---|---|
| knee | niece | knees |
| eye | ice | eyes |
| pea | peace | peas |
| lay | lace | leis |
| saw | sauce | saws |

sauce.
the sauce.
I need the sauce.

saws.
the saws.
I need the saws.

We saw the place.
Did you bring back any lace?
His knee gave him trouble.
That's a good price.

We saw the plays.
Did you bring back any leis?
His niece gave him trouble.
That's a good prize.

1. He hit his knee on the ice.
2. She made a sauce for the peas.
3. The first prize was a buzz saw.
4. What's new in the news?

### Language Notes

/s/ as in 'ice' and /z/ as in 'eyes' do not occur in final position in Vietnamese. The student will not hear the final sound of these words and must be taught to distinguish between 'eye' and 'ice'/'eye' and 'eyes'.

### Teaching Notes

This exercise follows Prototype Lesson A.

LESSON SEVEN

Final /l,n/

| /-n/ | /-l/ |
|---|---|
| pin | pill |
| main | mail |
| dean | deal |
| fine | file |
| bin | bill |
| a coin. | a coil. |
| a copper coin. | a copper coil. |
| It's a copper coin. | It's a copper coil. |
| You can dine for a few dollars. | You can dial for a few dollars. |
| We bought some cane at the market. | We bought some kale at the market. |
| Did she call him? | Did she con him? |

1. You'd be a fool not to sign the deal.
2. Did the mailman deliver the telephone bill?
3. Don bought a doll for Gail.
4. You look pale. Are you in pain?

Language Notes

Final /l/ as in 'pall' does not occur in Vietnamese.

It will be confused with final /n/ as in 'pawn'.

Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON EIGHT

### Final /ø,r/

| /ø/ | /-r/ |
|---|---|
| die | dire |
| tie | tire |
| my | mire |
| row | roar |
| go | gore |
| tie. | tire. |
| an old tie. | an old tire. |
| It's an old tie. | It's an old tire. |

1. My back is so sore today.
2. Do you care if I borrow your car?
3. My last name is Myer.
4. He tore a muscle in his toe.

### Language Notes

Final /r/ as in 'tire' will simply not be heard. 'Tire' and 'tie' will sound alike.

### Teaching Notes

Due to certain restrictions in the English language, it is difficult to develop minimal sentences contrasting /ø/ and final /r/. Here the teacher might want to emphasize minimal pairs and provide more non-contrastive sentences.

This exercise follows Prototype Lesson A.

## LESSON NINE

### /s, š/

| /s/ | /š/ |
|---|---|
| sack | shack |
| save | shave |
| fasten | fashion |
| gas | gash |
| lease | leash |
| mass | mash |
| seat. | sheet. |
| my seat. | my sheet. |
| It's my seat. | It's my sheet. |
| She's sewing her dress. | She's showing her dress. |
| They had many classes. | They had many clashes. |
| They lost the lease. | They lost the leash. |

1. a. Will they raise the price of gas?
   b. If they do, he will lose his lease.

2. a. Do you have sour mash whisky from Tennessee?
   b. No, but I wish this whisky was.

3. a. They made a mess in chemistry class.
   b. I saw the smashed dishes.

She sells seashells by the seashore.
She shells seashells by the seashore.

### Language Notes

Final /s/ as in 'lease' and /š/ as in 'leash' do not occur in Vietnamese. Students also seem to have problems with these in initial and medial positions.

### Teaching Notes

This lesson follows Prototype Lesson A.

Tongue twisters, like "She sells seashells . . ." can be fun for both the teacher and students. Also, it may be reassuring for the student to realize that the sounds he is working so hard to master can also be difficult for the native speaker in contexts such as these. Tongue twisters should only be used after the student has achieved mastery of the problem sounds.

## LESSON TEN

### /f,p/

| /f/ | /p/ |
|---|---|
| fan | pan |
| fat | pat |
| feel | peel |
| sniffing | snipping |
| wife | wipe |
| fair. | pear. |
| a big fair. | a big pear. |
| It's a big fair. | It's a big pear. |
| I have a small fig. | I have a small pig. |
| Hand me the file. | Hand me the pile. |
| It's a little puffy. | It's a little puppy. |
| Did you get a whiff? | Did you get a whip? |

1. a. Did you have fish for supper?
   b. No, we had pig's feet.

2. a. Who paid the fine?
   b. Philip's wife did.

3. a. Did you have a cup of coffee?
   b. No, Paul's coffee is awful!

### Language Notes

1. /p/ as in 'pan' is non-existent in Vietnamese, except in foreign words such as 'ping pong'.
2. /f/ as in 'laugh' does not occur in final position in Vietnamese. It will be confused with unreleased /-p/.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON ELEVEN

### Final /b,p,v/

| /-b/ | /-p/ | /-v/ |
|---|---|---|
| cab | cap | calve |
| robe | rope | rove |
| swab | swap | suave |
| lib | lip | live |

Did he leap through the window?
This cape is cold.

Did he leave through the window?
This cave is cold.

1. We took a cab to the pub.
2. I broke a rib in the tub.
3. Will you swap a map for a book?
4. Chip bit his lip.
5. Did you save enough to live alone?
6. Leave the boat at the cove.

### Language Notes

/-b/ as in 'robe' does not occur in final postition in Vietnamese. It will be confused with final /p/ as in 'rope'.

/-p/ as in 'top' does not exist in Vietnamese, except in foreign words such as 'ping-pong'. It will be confused with /-b/ as in 'tab'.

Final /v/ as in 'suave' does not exist in Vietnamese. It will be confused with final /p/ as in 'swap' or final /b/ as in 'swab'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON TWELVE

### Final Consonant Clusters: Consonant +/s/ and Consonant +/z/

| | | |
|---|---|---|
| /-ts/ | fit/fits | It fit/fits the boy. |
| | hit/hits | He hit/hits the ball every time. |
| | cat/cats | The cat/cats chased the mouse. |
| | boot/boots | She forgot her boot/boots. |
| /-rz/ | bar/bars | The bar/bars closed early. |
| | chair/chairs | He sold the chair/chairs. |
| | picture/pictures | He painted the picture/pictures. |
| | sister/sisters | My sister/sisters played the piano. |
| A. 1. /-ps/ | cup/cups | shop/shops |
| | type/types | map/maps |
| 2. /-ks/ | like/likes | sack/sacks |
| | duck/ducks | lake/lakes |
| 3. /-fs/ | cuff/cuffs | laugh/laughs |
| | cough/coughs | giraffe/giraffes |
| 4. /-θs/ | path/paths | death/deaths |
| | bath/baths | myth/myths |
| B. 1. /-bz/ | cab/cabs | knob/knobs |
| | mob/mobs | bib/bibs |
| 2. /-dz/ | bed/beds | need/needs |
| | kid/kids | read/reads |
| 3. /-gz/ | bag/bags | leg/legs |
| | dig/digs | mug/mugs |
| 4. /-vz/ | love/loves | give/gives |
| | olive/olives | save/saves |
| 5. /-ðz/ | bathe/bathes | lathe/lathes |
| | clothe/clothes | breathe/breathes |
| 6. /-lz/ | call/calls | apple/apples |
| | ball/balls | doll/dolls |
| 7. /-mz/ | swim/swims | come/comes |
| | lime/limes | jam/jams |
| 8. /-nz/ | son/sons | run/runs |
| | pan/pans | phone/phones |
| 9. /-ŋz/ | king/kings | gang/gangs |
| | wing/wings | sing/sings |

## Language Notes

Final consonant clusters as in 'cups' do not exist in Vietnamese. The Vietnamese speaker will tend to drop at least one of the final consonants.

## Teaching Notes

We have provided sample words ending in final consonant clusters, with C+/s/ as in 'cups' and C+/z/ as in 'gives'.

Final consonant clusters involve grammatical problems in addition to phonological ones. In English, regular plurals (cat - cats) and third person singular verbs (I like - he likes) are formed by adding /-s/ or /-z/ to the end of words, thereby creating final consonant clusters. Contrasts like 'cab/cabs' and 'laugh/laughs' have been provided to drill such differences.

It is important that the teacher practice only one consonant cluster at a time. Minimal pairs should be drilled first, followed by minimally contrastive or non-contrastive sentences. We have included sample sentences taken from the full variety of possible clusters. It is up to the teacher to provide further examples. Because of the length of this exercise, the teacher might find it more practical to divide the lesson into smaller units, and spend several class periods drilling these sounds.

## LESSON THIRTEEN

### Final Consonant Clusters: Consonant +/t/ and Consonant +/d/

| | | | |
|---|---|---|---|
| /-pt/ | hope/hoped | The farmers hope/hoped for rain. |
| | develop/developed | They develop/developed the film in four days. |
| | type/typed | I type/typed sixty words a minute. |
| | stop/stopped | We stop/stopped by the store after work. |
| /-nd/ | listen/listened | We listen/listened to the records. |
| | dine/dined | They dine/dined out every weekend. |
| | open/opened | The door was open/opened. |
| | sign/signed | We sign/signed the document. |
| A. 1. /-kt/ | like/liked | look/looked |
| | bake/baked | pick/picked |
| 2. /-čt/ | watch/watched | match/matched |
| | pitch/pitched | latch/latched |
| 3. /-ft/ | cough/coughed | whiff/whiffed |
| | laugh/laughed | goof/goofed |
| 4. /-θt/ | froth/frothed | |
| 5. /-st/ | miss/missed | pass/passed |
| | promise/promised | practice/practiced |
| 6. /-št/ | push/pushed | punish/punished |
| | wash/washed | vanish/vanished |
| B. 1. /-bd/ | rob/robbed | sob/sobbed |
| | bribe/bribed | rub/rubbed |
| 2. /-gd/ | beg/begged | mug/mugged |
| | sag/sagged | nag/nagged |
| 3. /-ǰd/ | damage/damaged | age/aged |
| | rage/raged | rummage/rummaged |
| 4. /-vd/ | live/lived | heave/heaved |
| | save/saved | slave/slaved |
| 5. /-ðd/ | smooth/smoothed | teethe/teethed |
| | soothe/soothed | clothe/clothed |
| 6. /-zd/ | use/used | raise/raised |
| | close/closed | refuse/refused |
| 7. /-ld/ | mail/mailed | fill/filled |
| | kill/killed | fool/fooled |
| 8. /-md/ | seem/seemed | climb/climbed |
| | name/named | bomb/bombed |

| | | | |
|---|---|---|---|
| 9. | /-ŋd/ | bang/banged<br>hang/hanged | wing/winged<br>clang/clanged |
| 10. | /-rd/ | order/ordered<br>answer/answered | fear/feared<br>roar/roared |

## Language Notes

Final consonant clusters as /-ft/ in 'laughed' do not exist in Vietnamese.

The speaker of Vietnamese will tend to drop one of the consonants.

## Teaching Notes

We have provided sample words ending in final consonant clusters, with C+/d/ as in 'seemed' and with C+/t/ as in 'hoped'.

Final consonant clusters involve grammatical problems in addition to phonological ones. The English regular past tense is formed by adding /-d/ or /-t/ to the end of words, thereby creating final consonant clusters. Contrasts like 'type/typed' and 'like/liked' have been provided to drill such contrasts.

It is important that the teacher practice only one consonant cluster at a time. Minimal pairs should be drilled first, followed by minimally contrastive or non-contrastive sentences. We have included sample sentences taken from the full variety of possible clusters. It is up to the teacher to provide further examples. Because of the length of this exercise, the teacher may find it more practical to divide the lesson into smaller units, and spend several class periods drilling these sounds.

## LESSON FOURTEEN

### /č,š/

| /č/ | /š/ |
|---|---|
| cheap | sheep |
| cheese | she's |
| watches | washes |
| catch | cash |
| ditch | dish |
| his chin. | his shin. |
| hit his chin. | hit his shin. |
| He hit his chin. | He hit his shin. |
| He's watching it. | He's washing it. |
| It's a deep ditch. | It's a deep dish. |
| She said it was chipped. | She said it was shipped. |

1. a. Did he cash the check?
   b. Yes, and he bought a cheap watch.

2. a. Did Charles catch the sheep?
   b. Yes, they were in the ditch.

3. a. She said her stitches itch.
   b. Tell her she shouldn't scratch.

### Language Notes

Final /č/ as in 'catch' and /š/ as in 'cash' do not occur in Vietnamese. Students also seem to have problems with these in initial and medial positions.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON FIFTEEN

### /z, ǰ/

| /z/ | /ǰ/ |
|---|---|
| zone | Joan |
| zest | jest |
| zealous | jealous |
| raising | raging |
| pays | page |
| fuzzy. | fudgy. |
| too fuzzy. | too fudgy. |
| It's too fuzzy. | It's too fudgy. |
| He's a zealous man. | He's a jealous man. |
| I have some chains. | I have some change. |

1. a. John told the joke with zest.
   b. Jill is raging with anger.

2. a. My cousin Jim likes to visit the zoo.
   b. His wife Liz is crazy about the zebras.

3. a. Jake has an extra job.
   b. His wages don't cover his budget.

### Language Notes

/ǰ/ as in 'Joan' is non-existent in Vietnamese. It will be heard as /z/ as in 'zone'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON SIXTEEN

### /d,z,ð/

| /d/ | /z/ | /ð/ |
|---|---|---|
| den | Zen | then |
| dither | zither | thither |
| sued | sues | soothe |
| ride | rise | writhe |
| laid | lays | lathe |

| | |
|---|---|
| fodder. | father. |
| have no fodder. | have no father. |
| They have no fodder. | They have no father. |
| | |
| He wasn't wordy. | He wasn't worthy. |
| He has a headache. | He had a headache. |
| "D's" are bad marks. | These are bad marks. |

1. I'm a little under the weather.
2. Take a dose of this medicine.
3. Sue's father sued the Zen Buddhists.
4. David and Louise loathe new clothes.

### Language Notes

/ð/ as in 'then' does not exist in Vietnamese. It will be confused with /d/ as in 'den' or /z/ as in 'Zen'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON SEVENTEEN

### /t,s,θ/

| /t/ | /s/ | /θ/ |
|---|---|---|
| ties | sighs | thighs |
| tank | sank | thank |
| tick | sick | thick |
| mitt | miss | myth |
| bat | bass | bath |
| mouse. | | mouth. |
| a big mouse. | | a big mouth. |
| What a big mouse! | | What a big mouth! |
| It's a good team. | | It's a good theme. |
| It's unsinkable. | | It's unthinkable. |
| The pass was open. | | The path was open. |
| Where's the boot? | | Where's the booth? |
| He taught all day. | | He thought all day. |

1. I thought Tom's birthday was last week.
2. Ruth is too thin.
3. Sid is singing in the bathtub.
4. Sam wants some rice.
5. Thank you for the bat and mitt.

### Language Notes

/θ/ as in 'thick' is non-existent in Vietnamese. 'Thick' will be heard as 'tick' or 'sick'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON EIGHTEEN

### Initial Consonant Clusters: /s/ + Other Consonant

| /sp-/ | /sk-/ | /st-/ | /sm-/ | /sn-/ | /sl-/ | /sw-/ |
|---|---|---|---|---|---|---|
| spin | school | store | smoke | snake | sleep | swim |
| spill | skill | stove | smile | sneeze | slow | sweet |
| speech | ski | stay | small | snow | slip | sweater |
| spoon | sky | still | smooth | sneak | slacks | sweep |

the school.
built the school.
He built the school.

I slept all day.
The snake was cold.
She slipped through the door.
Did you spice the cheese?

the stool.
built the stool.
He built the stool.

I swept all day.
The steak was cold.
She skipped through the door.
Did you slice the cheese?

1. He likes to ski, swim, and skate.
2. Don't smoke in the store.
3. We sleep late when school is out.
4. Sweet smells came from the stove.
5. The snow and ice made the streets slick.
6. The small snake slithered down the path.

### Language Notes

Vietnamese does not have consonant clusters. The Vietnamese speaker will tend to insert a vowel between two initial consonants, saying, for example 'suhtay' for 'stay'.

### Teaching Notes

This lesson will prove most effective if you work on individual clusters, at first, rather than mixing them. For example, teach the students to pronounce initial /sp/ by using the individual words shown: spin, spill, speech, etc. Next, place these words in illustrative sentences: 'Don't spill the spaghetti sauce.' Then, after initial /sp/ is taught, move on to initial /sk/, teaching first the words, then the sentences with the initial /sk/ sound.

When all of the clusters have been taught, drill the minimal sentences and the non-contrastive sentences given, as in other lessons. Avoid mixing clusters until all clusters have been taught.

## LESSON NINETEEN

### Initial Consonant Clusters: Consonant +/l/ and Consonant +/r/

| /bl-/ | /br-/ |
|---|---|
| blush | brush |
| bloom | broom |
| blue | brew |
| bleach | breach |

| /gl-/ | /gr-/ |
|---|---|
| glow | grow |
| glaze | graze |
| glass | grass |
| gloom | groom |

| /kl-/ | /kr-/ |
|---|---|
| clash | crash |
| climb | crime |
| clock | crock |
| cloud | crowd |

| /fl-/ | /fr-/ |
|---|---|
| fly | fry |
| flute | fruit |
| flea | free |
| flesh | fresh |

| /pl-/ | /pr-/ |
|---|---|
| play | pray |
| ply | pry |
| plays | praise |
| pleasant | present |

| /dr-/ | /θr-/ | /tr-/ | /ʃr-/ |
|---|---|---|---|
| dress | three | tree | shrimp |
| drink | thread | trick | shred |
| dry | throat | trim | shrub |
| drop | through | treat | shriek |

| | |
|---|---|
| grow. | glow. |
| watched it grow. | watched it glow. |
| He watched it grow. | He watched it glow. |
| | |
| We picked up the broom. | We picked up the bloom. |
| The grass was green. | The glass was green. |
| The crowd was enormous. | The cloud was enormous. |
| He bought the fruit. | He bought the flute. |
| He played for money. | He prayed for money. |

1. Chris drank the fresh fruit punch.
2. The cows grazed on the grass.
3. In the gloom of night, we heard a shriek.
4. The crook fled from the scene of the crime.
5. Fred ordered the shrimp and clam platter.
6. Gloria needs some blue thread to fix the dress.

## Language Notes

Vietnamese does not have consonant clusters. The Vietnamese speaker will tend to insert a vowel between two initial consonants, saying, for example, 'buhlue' for 'blue'.

## Teaching Notes

This lesson will prove most effective if you work on individual clusters at first, rather than mixing them. For example, teach the students to pronounce /bl/ by using the words listed: blush, bloom, blue, bleach. Next, place these words in illustrative sentences: 'Don't bleach the blue blouse'. Then, after /bl-/ is taught, move on to /br-/, teaching first the words, then sentences with the /br-/ sound. When all of the clusters have been taught, drill the minimal sentences and non-contrastive sentences given, as in other lessons. Avoid mixing clusters until all clusters have been taught. Because of the length of this exercise, the teacher may find it more practical to divide the lesson into smaller units, and spend several class periods drilling these sounds.

## LESSON TWENTY

### Initial Consonant Clusters: /s/ + Consonant Cluster

| /spr-/ | /str-/ | /skr-/ | /spl-/ | /skw-/ |
|---|---|---|---|---|
| spring | street | scratch | splash | squid |
| spray | string | scram | split | squall |
| spread | straight | scrap | splendid | square |
| sprout | strong | scream | splat | squash |

1. I spread the squid with a splendid sauce.
2. The squash hit the floor and split.
3. String beans and bean sprouts make a lovely spring salad.
4. A string of lights was stretched across the street.

### Language Notes

Vietnamese does not have initial consonant clusters as in 'street'.

### Teaching Notes

This lesson will prove most effective if you work on individual clusters, at first, rather than mixing them. For example, teach the students to pronounce initial /spr/ by using the words listed: spring, spray, etc. Next, place these words in illustrative sentences: 'Sweet peas sprout in the spring'. After /spr-/ is taught, move on to /str-/, teaching first the words, then sentences with the /str-/ sound. When all of the clusters have been taught, drill the list of sentences which incorporate these various problem sounds.

## LESSON TWENTY-ONE

### Final Consonant Clusters: /r/ + Consonant and /l/ + Consonant

| | | |
|---|---|---|
| /-rl/ | girl | curl |
| | swirl | twirl |
| /-rm/ | warm | arm |
| | harm | alarm |
| /-rn/ | turn | warn |
| | burn | corn |
| /-rk/ | work | bark |
| | fork | shark |
| /-rt/ | court | shirt |
| | hurt | sport |
| /-rč/ | porch | church |
| | lurch | arch |
| /-rs/ | horse | curse |
| | purse | course |
| /-rǰ/ | charge | barge |
| | large | surge |
| /-rf/ | surf | turf |
| | wharf | scarf |
| /-rb/ | curb | barb |
| | absorb | garb |
| /-rp/ | harp | sharp |
| | carp | slurp |
| /-rv/ | carve | reserve |
| | starve | curve |
| /-rd/ | card | hard |
| | guard | board |
| /-rg/ | berg | |
| /-rθ/ | hearth | forth |
| | worth | birth |
| /-lp/ | help | scalp |
| | gulp | kelp |
| /-lb/ | bulb | |
| /-lt/ | belt | cult |
| | felt | knelt |

| | | |
|---|---|---|
| /-ld/ | child | bold |
| | mild | cold |
| /-lθ/ | health | stealth |
| | wealth | filth |
| /-lf/ | self | gulf |
| | shelf | elf |
| /-lv/ | delve | solve |
| | shove | valve |
| /-ls/ | false | pulse |
| | else | |
| /-lč/ | gulch | filch |
| | mulch | belch |
| /-lǰ/ | bulge | bilge |
| | indulge | divulge |
| /-lm/ | elm | helm |
| | film | balm |

| | |
|---|---|
| well/wealth | His well was amazing.<br>His wealth was amazing. |
| bell/belt | Put the bell on the cat.<br>Put the belt on the cat. |
| bar/barn | What a drafty bar.<br>What a drafty barn. |
| car/cart | Did they come in the car?<br>Did they come in the cart? |
| war/warm | He worked in a war factory.<br>He worked in a warm factory. |

Language Notes

Vietnamese does not have final consonant clusters as in 'film' and 'cold'. The Vietnamese speaker will tend to drop at least one of the final consonants.

## Teaching Notes

We have provided sample words ending in final consonant clusters, with /l/ or /r/ plus consonant as in 'help' and 'hurt'.

It is important that the teacher practice only one consonant cluster at a time. The individual words should be drilled first, followed by illustrative sentences. For example, drill words ending in final /rl/: girl, swirl, curl, twirl. Next place these words in sentences: 'Did the girl curl her hair?', etc. After /-rl/ has been taught, move on to /-rm/ and so on. When all of the clusters have been dealt with, the contrastive sentences at the end of the lesson may be practiced. Because of the length of this exercise, the teacher may find it more practical to divide the lesson into smaller units, and spend several class periods drilling these problem sounds.

## LESSON TWENTY-TWO

### Other Final Consonant Clusters

| | | |
|---|---|---|
| /-sp/ | wasp | gasp |
| | clasp | grasp |
| /-sk/ | ask | mask |
| | task | dusk |
| /-nθ/ | month | seventh |
| | ninth | tenth |
| /-mp/ | camp | damp |
| | stamp | lamp |
| /-mf/ | nymph | lymph |
| /-ŋk/ | think | shrink |
| | link | drink |
| /-ŋθ/ | length | strength |
| /-tθ/ | eighth | |
| /-dθ/ | width | breadth |
| /-pθ/ | depth | |
| /-fθ/ | fifth | |
| /-nč/ | inch | lunch |
| | branch | ranch |
| /-nǰ/ | range | change |
| | strange | arrange |

1. I'll ask Frank to lunch.
2. Can you arrange for a change in schedules?
3. What's the length, width, and depth of the pool?
4. His task every month is to think of new programs.
5. I saw a strange nymph in the damp swamp.

### Language Notes

Vietnamese does not have final consonant clusters as in 'task'. The Vietnamese speaker will tend to drop at least one of the final consonants.

## Teaching Notes

We have provided sample words ending in final consonant clusters such as /-mp/ in 'camp' and /-nǰ/ in 'change'. It is important that the teacher practice only one consonant cluster at a time. For example, teach final /sp/ first by drilling individual words (wasp, gasp, etc.) and then placing these words in sentences: 'The wasp bit me'. Then move on to final /sk/, etc. It is up to the teacher to provide illustrative sentences. After all clusters have been practiced, the teacher can then move on to the random sentences listed at the end of the lesson.

## LESSON TWENTY-THREE

### Final Consonant Clusters: Three-Consonant Clusters

| | | | |
|---|---|---|---|
| 1. /-rnt/ | burnt | aren't | |
| | weren't | | |
| 2. /-rst/ | forced | cursed | |
| | first | thirst | |
| 3. /-rks/ | works | parks | |
| | forks | sharks | |
| 4. /-ŋks/ | links | sinks | |
| | thinks | drinks | |

Other possible clusters: CCC#

| | | | |
|---|---|---|---|
| /-mpt/ | attempt | /-rθs/ | births |
| /-rmθ/ | warmth | /-nθs/ | labyrinths |
| /-ksθ/ | sixth | /-ŋθs/ | strengths |
| /-dst/ | amidst | /-dθs/ | widths |
| /-lfθ/ | twelfth | /-tθs/ | eighths |
| /-ŋst/ | amongst | /-lfs/ | elf's |
| /-lft/ | Delft | /-rfs/ | turfs |
| /-lpt/ | gulped | /-mfs/ | nymphs |
| /-rpt/ | exerpt | /-pθs/ | depths |
| /-mpt/ | cramped | /-fθs/ | fifths |
| /-spt/ | gasped | /-lbd/ | bulbed |
| /-rkt/ | marked | /-rbd/ | garbed |
| /-ŋkt/ | clanked | /-lvd/ | shelved |
| /-nt͡ʃt/ | munched | /-rvd/ | deserved |
| /-lt͡ʃt/ | squelched | /-lmd/ | calmed |
| /-skt/ | risked | /-rmd/ | harmed |
| /-rft/ | dwarfed | /-rnd/ | warned |
| /-nft/ | triumphed | /-rld/ | world |
| /-lst/ | convulsed | /-nzd/ | bronzed |
| /-nst/ | danced | /-lbz/ | bulbs |
| /-pst/ | eclipsed | /-rbz/ | herbs |
| /-kst/ | waxed | /-ldz/ | fields |
| /-rt͡ʃt/ | marched | /-rdz/ | guards |
| /-rθt/ | unearthed | /-nds/ | hands |
| /-lps/ | alps | /-lms/ | films |
| /-rps/ | chirps | /-rmz/ | farms |
| /-mps/ | jumps | /-lnz/ | filns |
| /-sps/ | gasps | /-rnz/ | learns |
| /-lks/ | elks | /-rlz/ | girls |
| /-sks/ | tasks | /-lvz/ | elves |
| /-lts/ | adults | /-rvz/ | starves |
| /-rts/ | shirts | /-rgz/ | bergs |
| /-nts/ | pants | /-lt͡ʃt/ | squelched |
| /-mts/ | tempts | /-rt͡ʃt/ | starched |
| /-sts/ | costs | /-nt͡ʃt/ | drenched |
| /-pts/ | corrupts | /-rʤd/ | urged |
| /-kts/ | attracts | /-ŋʤd/ | arranged |
| /-fts/ | rafts | | |

1. Thanks for the new shirts and pants.
2. Aren't you going to see the films first?
3. There are many elks in our national parks.
4. Flower farms have fields full of bulbs.

## Language Notes

Vietnamese does not have final consonant clusters such as /-rnt/ in 'weren't'. The speaker of Vietnamese will tend to drop at least one of the final consonants.

## Teaching Notes

We have provided sample words ending in three consonants. Many of the other clusters we have listed do not occur frequently in English, and the teacher may want to select those which will be most useful to the students. But remember, whichever sounds you choose, you should concentrate on one consonant cluster at a time, first in individual words and then in illustrative sentences.

## LESSON TWENTY-FOUR

### /iy,I/

| /iy/ | /I/ |
|---|---|
| sheep | ship |
| eat | it |
| scene | sin |
| leave | live |
| reach | rich |
| a sheep. | a ship. |
| a big sheep. | a big ship. |
| It's a big sheep. | It's a big ship. |
| We took the lead. | We took the lid. |
| He's sleeping. | He's slipping. |
| Can you feel it? | Can you fill it? |

1. a. Is this drill difficult?
   b. No, it's easy.

2. a. How many figs did you eat?
   b. I didn't eat any. I ate peaches instead.

3. a. I need a dish for the meat.
   b. Can you reach it?

#### Language Notes

/I/ as in 'ship' does not exist in Vietnamese. It will be confused with /iy/ as in 'sheep'.

#### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON TWENTY-FIVE

### /I, ɛ, æ/

| /I/ | /ɛ/ | /æ/ |
|---|---|---|
| pin | pen | pan |
| big | beg | bag |
| pick | peck | pack |
| sinned | send | sand |
| Jim | gem | jam |

| | |
|---|---|
| bet. | bat. |
| the bet. | the bat. |
| He won the bet. | He won the bat. |
| We saw the men. | We saw the man. |
| I need a pin. | I need a pen. |
| I don't understand this myth. | I don't understand this math. |
| The chimp pleased the crowd. | The champ pleased the crowd. |

1. a. My tank is empty.
   b. You better get gas fast.

2. a. Let's get a ham sandwich.
   b. No, Jim said the bread was bad.

3. a. Did Dan get his check?
   b. Yes, then he cashed it at the bank.

4. a. Ben picked up a gem in the sand.
   b. He hid it in a big sack.

### Language Notes

/ɛ/ as in 'beg' is non-existant in Vietnamese; it will be confused with /æ/ as in 'bag' or /I/ as in 'big'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON TWENTY-SIX

### / æ,ɛ,a/

| /æ/ | /ɛ/ | /a/ |
|---|---|---|
| add | Ed | odd |
| band | bend | bond |
| axe | ex | ox |
| can | Ken | con |
| rack | wreck | rock |

sack.
a brown sack.
It's a brown sack.

sock.
a brown sock.
It's a brown sock.

He avoided a wreck.
He made a big racket.
She was very bland.
Step over here.

He avoided a rock.
He made a big rocket.
She was very blond.
Stop over here.

1. a. Where's the black cat?
   b. It's under Ed's cot in the den.

2. a. Did you pack your floppy black hat?
   b. No, you can't pack a hat in a knapsack.

3. a. Stan dropped the can of pop.
   b. Ken, get me the mop.

### Language Notes

/æ/ as in 'add' does not occur in Vietnamese. It will be confused with /ɛ/ as in "Ed", /a/ as in 'odd'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## LESSON TWENTY-SEVEN

/uw,ʊ/

| /uw/ | /ʊ/ |
|---|---|
| pool | pull |
| fool | full |
| suit | soot |
| cooed | could |
| Luke | look |

| | |
|---|---|
| Yes, she cooed. | Yes, she could. |
| The suit was black. | The soot was black. |
| She stewed it for an hour. | She stood it for an hour. |

1. a. What's Sue doing?
   b. She's looking for her boots.

2. a. Would you put on this suit?
   b. I would, if I could.

3. a. Should I clean the pool?
   b. The sooner you do it, the better.

### Language Notes

/ʊ/ as in 'pull' does not occur in Vietnamese. It will be heard as /uw/ as in 'pool' or /ə/ as in 'pup'.

### Teaching Notes

This exercise follows Prototype Lesson A.

# LESSON TWENTY-EIGHT

## /ə,ʊ/

| /ə/ | /ʊ/ |
|---|---|
| buck | book |
| luck | look |
| putt | put |
| tuck | took |
| cud | could |
| bucks. | books. |
| two bucks. | two books. |
| Lend me two bucks. | Lend me two books. |
| Putt it into the hole. | Put it into the hole. |
| He lucked out. | He looked out. |
| I read about Mr. Huck. | I read about Mr. Hook. |

1. a. How much did the book cost?
   b. It cost a couple of bucks.

2. a. What's cooking? I'm hungry.
   b. Chuck's fixing a good lunch.

3. a. The fudge pudding looks good.
   b. Yes, but you could put on weight by eating too much.

### Language Notes

/ʊ/ as in 'book' does not exist in Vietnamese. It will be heard as /ə/ as in 'buck' or /uw/ as in 'pool'.

### Teaching Notes

This exercise follows Prototype Lesson A.

## BIBLIOGRAPHY

The following books are a sampling of materials that you will find useful:


Bowen, J. Donald. Patterns of English Pronunciation. Rowley, Mass.: Newbury House, 1975.

For any level students, a graded presentation of the sounds of English, first individually, then in combinations. Numerous exercises, usable transcription system.

Campbell, Russel N. English for Vietnamese Speakers: Vol. I (Pronunciation). Southeast Asian Regional English Project, University of Michigan, 1960.

A detailed set of lessons dealing specifically with pronunciation problems of Vietnamese speakers learning English, accompanied by notes on phonetics and methodology for the teacher. This document may be ordered pre-paid from ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corp., P. O. Box 190, Arlington, VA 22210. Please use ERIC reference number (ED 112 657) when ordering. Microfiche $0.83, Hard Copy $8.69, Postage $0.45.

English Language Services. Drills and Exercises in English Pronunciation. (Consonants and Vowels; Stress and Intonation, Parts 1 and 2) New York: Collier MacMillan International, Inc., 1975. Tapes.

Intended for secondary school or adult students at any level. Consonants and Vowels provides basic drill material on all the individual sounds and the more important combinations of sounds. Stress and Intonation, Part 1 introduces word and word combination stress, and the study of intonation in ordinary speech patterns. Part 2, includes drills concerned mainly with non-emphatic phrase stress, and phrase stress and intonation for contrast and emphasis.

Nilsen, Don L.F. and Alleen Pace Nilsen. Pronunciation Contrasts in English. New York: Regents Publishing Co., 1973.

A collection of lists of minimal pairs, with each list labeled for languages in which the contrast doesn't exist. The minimal pairs are subdivided into initial, medial, and final position when relevant. The introduction gives a briefing on phonetics, some sample exercises, and instructions on how to use the book.

Prator, Clifford H., Jr. and Betty Wallace Robinett. Manual of American English Pronunciation. 3rd ed. New York: Holt, Rinehart and Winston, Inc., 1972.

Intended for intermediate-advanced adult students. Lessons deal with the phonetic alphabet, classification of vowel and consonants, stress and intonation, consonant substitutions, consonant clusters, and spelling and vowel sounds. Includes a great deal of transcribed material with intonation and stress markings.

Vietnamese - American Association. Supplementary Pronunciation Drills for English for Today.

English for Today is the series of ESL books used in secondary schools in Vietnam. (It is based on, but is not the same as, the McGraw-Hill series English for Today.) These supplementary drills are lists of minimal pairs dealing with problem areas for Vietnamese speakers. This document may be ordered pre-paid from ERIC Document Reproduction Service (ERDS), Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210. Please use ERIC reference number (ED 112 656) when ordering. Microfiche $0.83, Hard Copy $7.35, Postage $0.45.